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ABSTRACT

This report represents the beginning of an effort by chief state school officers to compile information systematically on the states' educational programs and to report that information regularly to the public and their policymakers. This year, the report emphasizes demographic and fiscal background information bearing on the states' education systems. The first section provides a state-by-state breakdown of state school system demographics, including estimated school-age population, change, percent of total population, and change in percent of total population, projected from the 1970 and 1980 Census. The second section lists general population characteristics for each state, including per-capita income, educational attainment of adults, and percent voting. The third section focuses on financial resources of each state, including gross state product per school-age child and relative tax capacity index. The fourth section provides statistics on student needs, based on the school-age population in poverty and the percent of K-12 enrollments in private schools. The final section provides data collected from questionnaires on the features of the states' educational programs. Included are comparative statistics on instructional time, school participation, teacher preparation and certification, and effective schooling programs. Color-coded maps are provided to illustrate each of these tables. A final section addresses gaps in the data presented and describes future efforts to obtain data on educational outcomes. (TE)

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Education In The States

Volume I: State Education Indicators 1987

EA 020 048

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide non-profit organization of the 57 public officials who head departments of public education in every state, U.S. Territory, and the District of Columbia. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrator in each state and territory, it has access to the educational and governmental establishment in each state, and the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations, and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center was founded by CCSSO in 1985 to provide a locus for leadership by the states to improve the monitoring and assessment of education. This is the principal report of the Assessment Center's program of indicators on education.

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Education In The States

Volume I:

State Education Indicators

1987

Acknowledgements

The effort of staff of the states' education agencies in providing these data is recognized and appreciated, but does not obviate our responsibility for their accuracy. The leadership of the National Governors' Association in reporting data on education in the states is acknowledged and also appreciated, as were the comments of NGA Staff and Staff of the U.S. Department of Education on the contents of this report. The extra effort of all of the staff of the CCSSO State Education Assessment Center in producing this report is warmly appreciated. Finally, the efforts of the advisory networks to the State Education Assessment Center, chaired by Irene Bandy of Ohio and Anne Hess of Alabama, in planning and formulating this report is gratefully acknowledged, and the guidance and support of CCSSO's Committee on Coordinating Educational Information and Research, chaired by Richard A. Boyd of Mississippi, is recognized.

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Introduction

The Purpose of this Report.

Information is needed to monitor the dimensions of our educational system and to assess the quality of its accomplishments. This report represents the beginning of an effort by chief state school officers to compile information systematically on the states' educational programs and to report that information regularly to the public and their policymakers. The Council of Chief State School Officers has committed itself to state-by-state reporting of basic educational indicators. This is the first report in the Council's program on educational indicators, and it will be followed by annual summaries of the same, basic information in the future, expanded as other information becomes available.

Setting the Context: The Background for Education in the States.

This year, the report emphasizes demographic and fiscal background information bearing on the states' education systems.

In monitoring education, it is important to set the context within which the schools operate:

- *How large and complex are the school systems in the states?*
- *How urban or rural are the areas they serve?*
- *What are the characteristics of the populations they serve?*
- *What resources can the states bring to bear on education?*
- *What needs do students bring to the states' schools?*

Setting the background is important so that, later on, fair and constructive comparisons can be made among the states on educational programs and accomplishments. Also, large gaps exist in the information base on education. These gaps will take time to fill. At present, little comparative information is available on the outcomes of education, such as student achievement or drop-out rates. Meanwhile, valid and comparable information does exist describing background conditions bearing on the educational programs of the states. It makes sense to use this information to describe the foundation upon which education operates.

The CCSSO Program on Educational Indicators.

The Council of Chief State School Officers is working toward reporting information on a comprehensive set of indicators designed to describe the states' educational systems. This report is the first of an annual series. Each year, data that are available on these indicators and that meet the program's standards of quality will be included.

To provide information that can be used constructively and that avoids simplistic and misleading comparisons, educational indicators must address three aspects of the educational system. First, obviously, are educational outcomes. These are the end products or accomplishments of the educational system. Ultimately, they will be multiple, representing the different goals of education: student attendance; achievement; school completion; and status after elementary and secondary schooling.

Next, these outcomes must be related to state-level policies of the educational program—features of the educational program that can be changed for the better: instructional time; instructional content; effective schooling; teacher quality; resource allocation; and policies on program participation.

Finally, both outcomes and program policies and practices must be seen as occurring in the context of the state's background characteristics. These are beyond the management or control of the education system, at least over the short run, but they determine the needs and affect the resources and accomplishments of the system.

These indicators and the model in which they are seen as operating are displayed below.

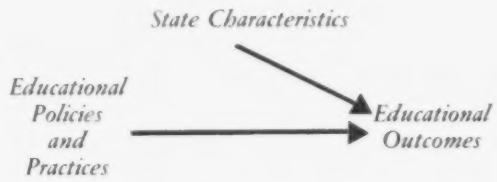

Figure: CCSSO Indicators Model

In each of these three areas—the context or background for the states' educational programs, the states' educational policies and practices, and the outcomes of the states' educational programs—indicators are being assembled or developed and reported.

Because educational data vary in their quality and the appropriateness of the purpose to which they are put, CCSSO is applying rigid standards to the information used to report on these indicators. First, only information is used that is important and useful for monitoring education. Data are not used that are marginal in utility just because they are available. Second, only information is used that meets rigorous standards of technical quality. These standards include:

- *the validity or appropriateness of the information for the purposes to which it is put,*
- *the reliability or stability of the information,*
- *the consistency of the information across reporting units, such as states, and*
- *the accuracy and completeness of the information.*

Until data meet these standards, they are not used in these reports, even though there may be a demand for them. For example, statewide averages are available for college-admission tests, but this information is not an appropriate measure of student achievement in the states, and attendance data are available, but they are not measured consistently across states. As a result, neither of these indicators, in their present form, is included. Efforts are underway, however, to address these needs. The states are working with the federal government to prepare for state-by-state achievement testing in 1990, and recommendations are being prepared for standardizing attendance data.

The value of reporting educational data in a comprehensive model like this is that it enables useful comparisons to be made and provides clues to educational programs and policies that seem to make a difference. States can compare their status and progress with states facing similar circumstances, and policymakers can look at the program policies and practices of high performing states. In and of themselves, indicators like these cannot prove that a program is effective or that a method is superior, but they can provide valuable comparative clues to consider with other data.

Next Steps. *Building an adequate information base on education is a collaboration among many parties: the public and other users of information, local providers, data-collection agencies, and the states. In the future, reports like this one must be filled out with the important information that is not here: valid measures of teachers' professional abilities; follow-up data on what happens to students after they leave school; accurate measures of who finishes school and who does not; and data on the educational experiences provided to different groups, especially at-risk students. The years ahead will be difficult and will strain our resources as we both support educational services so important to our strength as a society and invest in information that allows us to do a better job of managing our schools. It is crucial that we do both, and once we invest in the information we need, it will continue to pay back in efficiency and understanding worth far more than the investment.*

A Brief Note on the Information Included in this Report

State Characteristics

School System Demographics. *Estimated School-Age Population, Change, Percent of Total Population, and Change in Percent of Total are based on estimates of persons aged 5-17 and all persons in each state, projected from the 1970 and the 1980 Census. Number of Districts is number of local school districts or supervisory union agencies. Average School Age Population per District is school-age population for 1986 divided by number of districts. Percent Urban and Rural are the proportion of the state's population residing in central city jurisdictions of urbanized areas and in places of 2,500 or fewer, respectively, reported in the 1980 Census.*

Population Characteristics. *Per Capita Income is the total annual personal income of residents in the state divided by the number of residents as of July 1, 1986. Educational Attainment of Adults is the proportion of persons 25 years old and over who have completed four years of high school. Percent Voting is the proportion of the voting age population casting ballots for President or Congress in the years indicated.*

Resources. *Gross State Product per School-Age Child is the total value of goods and services produced in the state divided by the population aged 5-17. Relative Tax Capacity Index is the per capita revenue the state would raise if it applied average rates to 26 common tax bases, indexed to an average of 100.*

Student Needs. *School-Age Population in Poverty is the proportion of persons aged 5-17 living in households with incomes below the poverty level. Percent private schools is percent private K-12 enrollments for 1980.*

Educational Policies and Programs

The features of the states' educational programs were collected through a questionnaire administered to the states during the summer of 1987. Explanations are provided with the maps and charts presenting the results of this survey.

State Characteristics

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School System Demographics

STATE	Estimated School-Age Population			Percent Change		School-Age Population: Percent of Total Population			Change in Percent of Total	
	1976	1981	1986	1976-86	1981-86	1976	1981	1986	1976-86	1981-86
Alabama	903,000	845,000	820,000	-9.19	-2.96	24.18	21.51	20.24	-3.94	-1.27
Alaska	107,000	91,000	111,000	3.74	21.98	26.68	21.93	20.79	-5.89	-1.14
Arizona	554,000	574,000	629,000	13.54	9.58	23.61	20.38	18.95	-4.66	-1.43
Arkansas	506,000	484,000	472,000	-6.72	-2.48	23.32	21.04	19.90	-3.42	-1.14
California	4,614,000	4,617,000	4,874,000	5.64	5.57	21.03	19.03	18.06	-2.97	-0.97
Colorado	612,000	587,000	599,000	-2.12	2.04	23.25	19.67	18.33	-4.92	-1.34
Connecticut	720,000	613,000	549,000	-23.75	-10.44	23.35	19.63	17.22	-6.13	-2.41
Delaware	142,000	120,000	115,000	-19.01	-4.17	24.07	20.10	18.17	-5.9	-1.93
District of Columbia	143,000[1]	101,000[1]	91,000	-36.36	-9.90	20.24[1]	16.01[1]	14.54	-5.60	-1.47
Florida	1,784,000	1,792,000	1,848,000	3.59	3.13	20.58	17.58	15.83	-4.75	-1.75
Georgia	1,252,000	1,215,000	1,245,000	-0.56	2.47	24.39	21.81	20.40	-3.99	-1.41
Hawaii	207,000	194,000	196,000	-5.31	1.03	22.90	19.80	18.46	-4.44	-1.34
Idaho	212,000	214,000	223,000	5.19	4.21	24.74	22.20	22.26	-2.48	0.06
Illinois	2,642,000	2,328,000	2,187,000	-17.22	-6.06	23.29	20.29	18.93	-4.36	-1.36
Indiana	1,293,000	1,162,000	1,084,000	-16.16	-6.71	23.99	21.17	19.69	-4.3	-1.48
Iowa	685,000	584,000	543,000	-20.73	-7.02	23.60	20.01	19.05	-4.55	-0.96
Kansas	513,000	457,000	453,000	-11.70	-0.88	22.29	19.13	18.41	-3.88	-0.72
Kentucky	838,000	779,000	745,000	-11.10	-4.36	23.75	21.20	19.98	-3.77	-1.22
Louisiana	1,013,000	957,000	947,000	-6.52	-1.04	25.64	22.26	21.04	-4.6	-1.22
Maine	259,000	236,000	222,000	-14.29	-5.93	23.81	20.79	18.93	-4.88	-1.86
Maryland	1,008,000	863,000	788,000	-21.83	-8.69	24.28	20.28	17.66	-6.62	-2.62
Massachusetts	1,311,000	1,103,000	960,000	-26.77	-12.96	22.82	19.17	16.46	-6.36	-2.71
Michigan	2,260,000	1,998,000	1,809,000	-19.96	-9.46	24.76	21.69	19.78	-4.98	-1.91
Minnesota	971,000	833,000	786,000	-19.05	-5.64	24.49	20.26	18.65	-5.84	-1.61
Mississippi	618,000	586,000	583,000	-5.66	-0.51	25.43	23.03	22.21	-3.22	-0.82
Missouri	1,101,000	976,000	939,000	-14.71	-3.79	22.75	19.76	18.54	-4.21	-1.22
Montana	183,000	164,000	163,000	-10.93	-0.61	24.17	20.60	19.90	-4.27	-0.7
Nebraska	359,000	314,000	302,000	-15.88	-3.82	23.15	19.84	18.90	-4.25	-0.94
Nevada	150,000	163,000	167,000	11.33	2.45	23.18	19.27	17.34	-5.84	-1.93
New Hampshire	202,000	191,000	187,000	-7.43	-2.09	23.91	20.38	18.21	-5.7	-2.17
New Jersey	1,704,000	1,471,000	1,332,000	-21.83	-9.45	23.22	19.86	17.48	-5.74	-2.38
New Mexico	312,000	299,000	309,000	-0.96	3.34	26.24	22.40	20.89	-5.35	-1.51
New York	4,016,000	3,424,000	3,145,000	-21.69	-8.15	22.38	19.50	17.70	-4.68	-1.8
North Carolina	1,302,000	1,225,000	1,192,000	-8.45	-2.69	23.22	20.56	18.82	-4.4	-1.74
North Dakota	154,000	133,000	132,000	-14.29	-0.75	23.84	20.12	19.44	-4.4	-0.68
Ohio	2,541,000	2,229,000	2,075,000	-18.34	-6.91	23.63	20.64	19.30	-4.33	-1.34
Oklahoma	629,000	619,000	632,000	0.48	2.10	22.25	19.92	19.12	-3.13	-0.8
Oregon	534,000	517,000	494,000	-7.49	-4.45	22.46	19.37	18.31	-4.15	-1.06
Pennsylvania	2,651,000	2,293,000	2,074,000	-21.77	-9.55	22.28	19.30	17.45	-4.83	-1.85
Puerto Rico[1]	978,0000	877,0000	862,000	-11.86	-1.71	30.43	27.05	26.13	-4.20	-0.92
Rhode Island	209,000	180,000	164,000	-21.53	-8.89	22.09	18.91	16.82	-5.27	-2.09
South Carolina	719,000	689,000	682,000	-5.15	-1.02	24.42	21.63	20.20	-4.22	-1.43
South Dakota	164,000	141,000	138,000	-15.85	-2.13	23.91	20.38	19.49	-4.42	-0.89
Tennessee	1,002,000	954,000	923,000	-7.88	-3.25	23.05	20.56	19.22	-3.83	-1.34
Texas	3,102,000	3,165,000	3,435,000	10.74	8.53	24.04	21.43	20.59	-3.45	-0.84
Utah	326,000	365,000	431,000	32.21	18.08	25.57	24.08	25.89	0.32	1.81
Vermont	116,000	106,000	100,000	-13.79	-5.66	23.92	20.54	18.48	-5.44	-2.06
Virgin Islands[1]	—	—	—	—	—	—	—	—	—	—
Virginia	1,195,000	1,083,000	1,030,000	-13.81	-4.89	23.33	19.90	17.80	-5.53	-2.1
Washington	856,000	826,000	817,000	-4.56	-1.09	23.17	19.49	18.31	-4.86	-1.18
West Virginia	423,000	407,000	382,000	-9.69	-6.14	22.50	20.75	19.92	-2.58	-0.83
Wisconsin	1,129,000	980,000	914,000	-19.04	-6.73	24.56	20.69	19.10	-5.46	-1.59
Wyoming	95,000	104,000	107,000	12.63	2.88	23.93	21.05	21.10	-2.83	0.05

[1]Data provided by State Education Agency staff.

STATE	Number of Districts	1986 School-Age Population	1986 Average School-Age Population Per District
Alabama	130	820,000	6,308
Alaska	55	111,000	2,018
Arizona	218	629,000	2,885
Arkansas	333	472,000	1,417
California	1,028	4,874,000	4,484
Colorado	176	599,000	3,384
Connecticut	165	549,000	3,327
Delaware	19	115,000	6,053
District of Columbia	1	91,000	91,000
Florida	67	1,848,000	27,582
Georgia	186	1,245,000	6,694
Hawaii	1	196,000	196,000
Idaho	116	223,000	1,922
Illinois	993	2,187,000	2,202
Indiana	305	1,084,000	3,554
Iowa	436	543,000	1,245
Kansas	304	453,000	1,490
Kentucky	178	745,000	4,185
Louisiana	66	947,000	14,348
Maine	282	222,000	787
Maryland	24	788,000	32,833
Massachusetts	396	960,000	2,424
Michigan	565	1,809,000	3,202
Minnesota	436	786,000	1,803
Mississippi	154	583,000	3,786
Missouri	545	939,000	1,726
Montana	549	163,000	297
Nebraska	927	302,000	326
Nevada	17	167,000	9,824
New Hampshire	169	187,000	1,107
New Jersey	604	1,332,000	2,205
New Mexico	88	309,000	3,511
New York	728	3,145,000	4,320
North Carolina	140	1,192,000	8,514
North Dakota	310	132,000	426
Ohio	615	2,075,000	3,374
Oklahoma	634	632,000	997
Oregon	306	494,000	1,614
Pennsylvania	501	2,074,000	4,140
Puerto Rico	1	862,000	862,000
Rhode Island	40	164,000	4,100
South Carolina	92	682,000	7,413
South Dakota	193	138,000	715
Tennessee	142	923,000	6,500
Texas	1,068	3,435,000	3,216
Utah	40	431,000	10,775
Vermont	273	100,000	366
Virgin Islands[1]	2	—	—
Virginia	138	1,030,000	7,464
Washington	297	817,000	2,751
West Virginia	55	382,000	6,945
Wisconsin	432	914,000	2,116
Wyoming	49	107,000	2,184

STATE	1980 Percent Urban Population	1980 Percent Rural Population
Alabama	29.10	39.96
Alaska	42.29	35.57
Arizona	42.79	16.15
Arkansas	18.94	48.43
California	34.27	8.70
Colorado	35.71	19.38
Connecticut	32.30	21.17
Delaware	11.78	29.46
District of Columbia	100.00	0.00
Florida	25.85	15.74
Georgia	19.84	37.60
Hawaii	44.66	13.47
Idaho	15.78	45.97
Illinois	35.61	16.70
Indiana	28.07	35.79
Iowa	23.16	41.39
Kansas	18.91	33.33
Kentucky	15.68	49.14
Louisiana	30.46	31.36
Maine	13.78	52.53
Maryland	20.84	19.68
Massachusetts	28.52	16.19
Michigan	23.34	29.27
Minnesota	21.20	33.15
Mississippi	15.11	52.68
Missouri	24.61	31.87
Montana	19.95	47.01
Nebraska	30.96	37.07
Nevada	33.13	14.75
New Hampshire	24.86	47.77
New Jersey	10.37	10.96
New Mexico	32.69	27.86
New York	47.53	15.38
North Carolina	21.17	52.01
North Dakota	25.27	51.15
Ohio	28.40	26.66
Oklahoma	29.06	32.73
Oregon	22.83	32.09
Pennsylvania	25.25	30.71
Puerto Rico	66.67	33.30
Rhode Island	36.33	12.99
South Carolina	11.72	45.90
South Dakota	18.52	53.55
Tennessee	35.66	39.60
Texas	46.45	20.35
Utah	24.23	15.61
Vermont	7.44	66.34
Virgin Islands[1]	39.07	60.93
Virginia	22.20	33.98
Washington	27.49	26.50
West Virginia	12.05	63.79
Wisconsin	31.09	35.81
Wyoming	20.85	37.23

[1]Data provided by State Education Agency staff.

Population Characteristics

STATE	1986 Per-Capita Income	1980 Percent Adults 4 Years H.S.	Percent Voting For President 1980	1984	Change	Percent Voting For Congress 1978	1982	Change
Alabama	11,336	56.5	48.7	49.8	1.1	24.1	34.0	9.9
Alaska	17,796	82.5	57.4	59.6	2.2	46.2	58.5	12.3
Arizona	13,474	72.4	44.5	45.5	1.0	29.4	34.0	4.6
Arkansas	11,073	55.5	51.5	51.9	0.4	18.6	45.7	27.1
California	16,904	73.5	49.0	49.8	0.8	39.4	41.3	1.9
Colorado	15,234	78.6	55.8	55.2	-0.6	39.8	42.0	2.2
Connecticut	19,600	70.3	61.0	60.9	-0.1	45.3	45.4	0.1
Delaware	15,010	68.6	54.6	55.6	1.0	37.0	42.3	5.3
District of Columbia	19,397	68.0	35.2	43.3	8.1	18.7	23.0	4.3
Florida	14,646	66.7	48.7	48.4	-0.3	23.6	27.3	3.7
Georgia	13,446	56.4	41.2	42.0	0.8	16.1	22.3	6.2
Hawaii	14,886	73.8	43.6	44.3	0.7	38.6	41.1	2.5
Idaho	11,223	73.7	67.8	59.7	-8.1	46.6	48.3	1.7
Illinois	15,586	66.5	57.7	57.1	-0.6	37.4	43.3	5.9
Indiana	13,136	66.4	57.6	55.9	-1.7	38.0	45.6	7.6
Iowa	13,348	71.5	62.8	62.2	-0.6	39.1	47.6	8.5
Kansas	14,650	73.3	56.7	57.1	0.4	40.2	42.8	2.6
Kentucky	11,238	53.1	49.9	50.8	0.9	18.9	26.4	7.5
Louisiana	11,193	57.7	53.1	54.6	1.5	4.7	—	—
Maine	12,790	68.7	64.6	64.6	0.0	46.7	54.4	7.7
Maryland	16,864	67.4	50.0	51.4	1.4	30.7	34.4	3.7
Massachusetts	17,772	72.2	59.0	57.4	-1.6	42.9	43.4	0.5
Michigan	14,775	68.0	59.9	57.7	-2.2	42.3	42.9	0.6
Minnesota	14,994	73.1	70.0	68.4	-1.6	53.9	58.3	4.4
Mississippi	9,716	54.8	51.8	52.2	0.4	31.0	36.2	5.2
Missouri	13,789	63.5	58.7	57.4	-1.3	44.2	42.0	-2.2
Montana	11,803	74.4	65.0	65.4	0.4	51.7	54.9	3.2
Nebraska	13,742	73.4	56.6	55.8	-0.8	44.6	45.1	0.5
Nevada	15,437	75.5	40.5	41.8	1.3	35.2	35.9	0.7
New Hampshire	15,911	72.3	57.2	53.0	-4.2	40.5	38.5	-2.0
New Jersey	18,626	67.4	54.9	56.4	1.5	36.3	38.7	2.4
New Mexico	11,422	68.9	50.7	51.7	1.0	33.9	41.5	7.6
New York	17,111	66.3	48.0	50.9	2.9	33.9	35.6	1.7
North Carolina	12,438	54.8	43.4	47.3	3.9	25.0	29.8	4.8
North Dakota	12,472	66.4	64.7	63.0	-1.7	48.4	54.2	5.8
Ohio	13,933	67.0	55.4	57.9	2.5	36.4	42.5	6.1
Oklahoma	12,283	66.0	52.2	52.3	0.1	28.3	36.5	8.2
Oregon	13,328	75.6	61.3	61.6	0.3	48.3	52.0	3.7
Pennsylvania	14,249	64.7	51.9	53.9	2.0	40.8	40.7	-0.1
Puerto Rico	—	—	—	—	—	—	—	—
Rhode Island	14,579	61.6	58.6	55.6	-3.0	43.6	46.1	2.5
South Carolina	11,299	54.0	40.1	40.5	0.4	27.3	28.5	1.2
South Dakota	11,814	67.9	67.3	63.0	-4.3	53.2	55.8	2.6
Tennessee	12,002	56.2	48.7	49.0	0.3	33.4	34.5	1.1
Texas	13,478	62.6	44.9	47.3	2.4	23.3	25.9	2.6
Utah	10,981	80.0	64.4	61.5	-2.9	44.2	49.3	5.1
Vermont	13,348	71.0	57.7	59.8	2.1	34.1	43.3	9.2
Virgin Islands[1]	7,811	47.0	—	—	—	80.0[2]	76.0[2]	4.0
Virginia	15,408	62.4	47.6	50.6	3.0	27.8	32.8	5.0
Washington	15,009	77.6	57.4	58.4	1.0	35.1	41.7	6.6
West Virginia	10,576		52.8	51.4	-1.4	32.5	38.5	6.0
Wisconsin	13,909	69.6	67.3	63.6	-3.7	44.4	42.1	-2.3
Wyoming	12,781	77.9	53.3	53.3	0.0	43.8	45.2	1.4

[1]Data provided by State Education Agency staff.
[2]Voting for delegate.

Resources

STATE	1985 Gross State Product Per School-Age Child	Relative Tax Capacity Index U.S. = 100
Alabama	$ 61,192	73
Alaska	173,445	250
Arizona	83,790	99
Arkansas	59,057	75
California	106,041	119
Colorado	101,654	121
Connecticut	113,955	124
Delaware	95,018	123
District of Columbia	—	120
Florida	91,909	105
Georgia	82,522	89
Hawaii	96,358	118
Idaho	52,829	78
Illinois	89,639	97
Indiana	71,231	87
Iowa	66,099	87
Kansas	81,225	100
Kentucky	65,980	77
Louisiana	77,137	102
Maine	66,760	88
Maryland	93,862	105
Massachusetts	109,580	111
Michigan	74,859	93
Minnesota	86,031	101
Mississippi	50,230	70
Missouri	83,554	89
Montana	61,579	95
Nebraska	76,943	93
Nevada	115,033	146
New Hampshire	84,721	110
New Jersey	103,564	114
New Mexico	68,987	103
New York	111,856	98
North Carolina	79,175	87
North Dakota	67,544	106
Ohio	77,225	90
Oklahoma	75,178	113
Oregon	73,568	94
Pennsylvania	81,023	88
Puerto Rico	—	—
Rhode Island	82,329	86
South Carolina	63,460	77
South Dakota	56,352	83
Tennessee	72,965	81
Texas	99,300	117
Utah	52,948	81
Vermont	68,780	95
Virgin Islands	—	—
Virginia	91,922	96
Washington	82,697	99
West Virginia	57,894	79
Wisconsin	74,897	89
Wyoming	111,856	181

Student Needs

STATE	1980 School Age Population	1980 School Age Population In Poverty	1980 Percent School Age Population In Poverty	1970 Percent School Age Population In Poverty	1980 Percent Private Enrollment
Alabama	868,000	197,293	22.7	14.8	7.6
Alaska	92,000	10,140	11.0	29.5	4.2
Arizona	579,000	89,392	15.4	17.5	7.3
Arkansas	496,000	110,774	22.3	31.6	4.0
California	4,685,000	646,492	13.8	12.1	11.1
Colorado	594,000	62,341	10.5	12.3	6.1
Connecticut	639,000	65,260	10.2	7.2	14.3
Delaware	125,000	17,981	14.4	12.0	19.0
District of Columbia	109,000	27,852	25.6	23.2	17.5
Florida	1,795,000	309,246	17.2	18.9	12.0
Georgia	1,236,000	248,395	20.1	24.4	7.2
Hawaii	198,000	22,639	11.4	9.7	18.4
Idaho	214,000	27,951	13.1	12.0	2.8
Illinois	2,407,000	334,899	13.9	10.7	15.0
Indiana	1,201,000	129,587	10.8	9.0	8.7
Iowa	606,000	64,377	10.6	9.8	9.4
Kansas	469,000	49,026	10.5	11.5	7.5
Kentucky	802,000	165,634	20.7	25.1	9.4
Louisiana	972,000	220,078	22.6	30.1	17.0
Maine	244,000	36,015	14.8	14.2	7.3
Maryland	896,000	103,917	11.6	11.5	12.4
Massachusetts	1,155,000	140,277	12.1	8.4	11.9
Michigan	2,068,000	252,869	12.2	9.1	10.2
Minnesota	867,000	80,614	9.3	9.5	10.5
Mississippi	602,000	179,514	29.8	41.5	9.5
Missouri	1,011,000	138,627	13.7	14.8	13.0
Montana	167,000	20,906	12.5	12.9	4.7
Nebraska	325,000	36,935	11.4	12.0	12.1
Nevada	160,000	14,450	9.0	8.8	4.2
New Hampshire	196,000	17,130	8.7	7.7	11.0
New Jersey	1,531,000	201,386	13.2	8.7	15.6
New Mexico	303,000	64,339	21.2	26.3	6.2
New York	3,560,000	624,641	17.5	12.2	16.8
North Carolina	1,256,000	220,162	17.5	24.0	4.9
North Dakota	137,000	18,831	13.7	15.7	8.4
Ohio	2,308,000	276,912	12.0	9.8	12.1
Oklahoma	623,000	91,764	14.7	19.5	2.7
Oregon	526,000	54,809	10.4	10.3	5.7
Pennsylvania	2,380,000	309,005	13.0	10.6	17.4
Puerto Rico[1]	—	—	—	—	11.7
Rhode Island	187,000	23,195	12.4	11.0	16.8
South Carolina	706,000	142,975	20.3	29.1	7.4
South Dakota	148,000	28,154	19.0	18.3	7.8
Tennessee	975,000	192,899	19.8	24.8	7.7
Texas	3,143,000	568,070	18.1	21.5	4.9
Utah	350,000	33,435	9.6	10.0	1.6
Vermont	110,000	13,940	12.7	11.4	7.3
Virgin Islands[1]	—	—	—	—	21.7
Virginia	1,114,000	157,095	14.1	18.2	6.9
Washington	834,000	83,607	10.0	9.3	6.9
West Virginia	414,000	74,209	17.9	24.3	3.2
Wisconsin	1,013,000	95,750	9.5	8.7	16.4
Wyoming	101,000	7,428	7.4	11.2	3.0

[1]Data provided by State Education Agency staff.

Using Background Characteristics As A Basis For Comparing States

In the future, when outcome data are available, it will be desireable to group states on their background features as a basis for forming comparison groups. Shown below is how gross wealth per school-age child might be used to put states in comparison bands.

	STATE	Gross State Product Per School-Age Child
HIGH RELATIVE WEALTH	Alaska	$173,445
	Nevada	115,033
	Connecticut	113,955
	Wyoming	111,856
	New York	111,856
	Massachusetts	109,580
	California	106,041
	New Jersey	103,564
	Colorado	101,654
	Texas	99,300
MODERATELY HIGH RELATIVE WEALTH	Hawaii	96,358
	Delaware	95,018
	Maryland	93,862
	Virginia	91,922
	Florida	91,909
	Illinois	89,639
	Minnesota	86,031
	New Hampshire	84,721
	Arizona	83,790
	Missouri	83,554
MODERATE RELATIVE WEALTH	Washington	82,697
	Georgia	82,522
	Rhode Island	82,329
	Kansas	81,225
	Pennsylvania	81,023
	North Carolina	79,175
	Ohio	77,225
	Louisiana	77,137
	Nebraska	76,943
	Oklahoma	75,178
MODERATELY LOW RELATIVE WEALTH	Wisconsin	74,897
	Michigan	74,859
	Oregon	73,568
	Tennessee	72,965
	Indiana	71,231
	New Mexico	68,987
	Vermont	68,780
	North Dakota	67,544
	Maine	66,760
	Iowa	66,099
	Kentucky	65,980
LOW RELATIVE WEALTH	South Carolina	63,460
	Montana	61,579
	Alabama	61,192
	Arkansas	59,057
	West Virginia	57,894
	South Dakota	56,352
	Utah	52,948
	Idaho	52,829
	Mississippi	50,230
	Virgin Islands	—
	District of Columbia	—
	Puerto Rico	—

State Regional Groupings

In addition to groupings based on background characteristics, states can be placed in regional clusters. Shown below are regional groupings used by the National Governors' Association to report state-by-state data on education.

SOUTH ATLANTIC	Florida
	Georgia
	North Carolina
	South Carolina
	Virginia
	West Virginia
WEST SOUTH CENTRAL	Arkansas
	Louisiana
	Oklahoma
	Texas
MOUNTAIN	Arizona
	Colorado
	Idaho
	Montana
	Nevada
	New Mexico
	Utah
	Wyoming
PACIFIC	Alaska
	California
	Hawaii
	Oregon
	Washington

NEW ENGLAND	Connecticut
	Maine
	Massachusetts
	New Hampshire
	Rhode Island
	Vermont
MID-ATLANTIC	Delaware
	Maryland
	New Jersey
	New York
	Pennsylvania
MIDWEST	Illinois
	Indiana
	Michigan
	Minnesota
	Ohio
	Wisconsin
WEST NORTH CENTRAL	Iowa
	Kansas
	Missouri
	Nebraska
	North Dakota
	South Dakota
EAST SOUTH CENTRAL	Alabama
	Kentucky
	Mississippi
	Tennessee

American Samoa
District of Columbia
Guam
Puerto Rico
Trust Territory
Virgin Islands

Source: National Governors' Association. *Time for Results: 1987.* Washington, D.C.: National Governors' Association, 1987.

Explanations and Sources: State Characteristics

1. Number of School Districts—Directory of Public Elementary and Secondary Education Agencies: Fall 1986. *Statistical Report by Center for Education Statistics, U.S. Department of Education, 1987. (Pre-publication Data)*
2. Total and School-Aged Population: 1986, 1981, 1976—*U.S. Bureau of the Census, "Both Sexes 80-Based Estimates of the Resident Population of States by Age," September, 1987. (Consistent with Current Population Reports. Series P-25, No. 1010 and No. 998.) (School-aged population defined as aged 5-17 years.)*
3. Total, School-Aged Urban, and Rural Population: 1980—U.S. Bureau of the Census. *1980 Census of the Population, Vol. 1: Characteristics of the Population, Chapter B: General Population Characteristics, Part 2: State Volumes. PC80-1-B2, U.S. Department of Commerce, July, 1982. (School-aged population defined as aged 5-17 years. Urban population defined as population of central cities inside urbanized areas. Rural population defined as population of places of 2,500 or less and "other rural.")*
4. Per Capita Income: 1986—*U.S. Bureau of Economic Analysis, "Regional Differences In Per Capita Income Widen in the 1980's." Release BEA 87-39, U.S. Department of Commerce, August 20, 1987.*
5. Educational Attainment Level: 1980—*U.S. Bureau of the Census. Statistical Abstract of the United States, 1982-83. U.S. Department of Commerce, 1982. (Defined as percent of the population 25 years old and over who have completed at least four years of high school.)*
6. ACIR Tax Capacity: 1984—*Advisory Commission on Intergovernmental Relations. Significant Features of Fiscal Federalism, 1987 Edition. Washington, D.C.: ACIR, June, 1987. (Tax capacity index defined as "amount of revenue each state would raise if it applied a national average set of tax rates to 26 commonly used tax bases. The index . . . is the per capita tax capacity divided by the per capita average for all states, with the index for the average set at 100." ACIR)*
7. Gross State Product Per School-age Child. National Governors Association. *Results in Education: 1987.* Washington, D.C.: National Governors' Association, 1987. *Based on U.S. Bureau of Economic Analysis, "Provisional Gross State Estimates," U.S. Department of Commerce, 1986, and U.S. Bureau of the Census. Statistical Abstract of the United States. U.S. Department of Commerce, 1987. (Defined as gross state product divided by population aged 5-17.)*
8. Percent Voting: 1984, 1982, 1980, 1978—*U.S. Bureau of the Census, "Census Bureau Projects Highest Voting-Age Population Total," U.S. Department of Commerce News, CB86-65, April 25, 1986.*
9. Percent School-Aged Population in Poverty: 1970, 1980—*U.S. Bureau of the Census. 1980 Census of the Population, Characteristics of the Population, General Social and Economic Characteristics, U.S. Summary. PC 80-1-C1. U.S. Department of Commerce, December 1983, and U.S. Bureau of the Census. Poverty Status in 1969 and 1959 of Persons and Families, for States, SMSA's, Central Cities, and Counties: 1970 and 1960. Supplementary Report PC(S1)-105. U.S. Department of Commerce, December, 1975. (Defined as related children aged 5-17 with income below the poverty level.)*
10. Percent Private Enrollment, 1980—*National Center for Education Statistics. The Condition of Education, 1983 Edition. U.S. Department of Education, no date.*

Educational Policies And Programs

Instructional Time

STATES' POLICIES ON THE NUMBER OF DAYS (OR HOURS) SCHOOL MUST BE IN SESSION EACH YEAR
(As of 1986-87 School Year)

	Number of Days (or Hours)	Exceptions Allowed for Emergency Days	Minimum Number of Days After Exceptions[1]	Sanctions[2] for Providing Less Than Minimum
Alabama	175	N	—	Y
Alaska	180	Y	175	N
American Samoa	180	Y	175	N
Arizona	175	N	—	Y
Arkansas	178	Y	Not specified	N
California	180	N	175	Y
Colorado	990 or 1080 Hrs.[3]	Y	968 or 1056 Hrs.	N
Connecticut	180 and 900 Hrs.	N	—	Y
Delaware	180	Y	180	Y
District of Columbia	180	N	—	Y
Florida	180	Y	Not specified	Y
Georgia	180	Y	178	Y
Hawaii	180	N	—	N
Idaho	180	Y	Not specified	Y
Illinois	180	Y	Not specified	Y
Indiana	175	N	—	NA
Iowa	180	N	—	N
Kansas	180	Y	175	Y
Kentucky	175	Y	174	Y
Louisiana	180	Y	175	Y
Maine	175	Y	Not specified	Y
Maryland	180	Y	Not specified	N
Massachusetts	180	Y	Not specified	Y
Michigan	180	Y	178	Y
Minnesota	175	Y	170	Y
Mississippi	175	Y	[4]	N
Missouri	174 and 1044 Hrs.	Y	—	Y
Montana	180	N	—	Y
Nebraska	1032 or 1080 Hrs.[5]	N	—	Y
Nevada	180	Y	177	N
New Hampshire	180	Y	[4]	N
New Jersey	180	N	—	Y
New Mexico	180	Y	Not specified	Y
New York	180	Y	175	Y
North Carolina	180	Y	175	Y
North Dakota	180	Y	173	Y
Ohio	182	Y	175	Y
Oklahoma	175	Y	Not specified	Y
Oregon	175	N	—	Y
Pennsylvania	180	N	—	Y
Puerto Rico	184	N	—	N
Rhode Island	180	Y	170	Y
South Carolina	180	Y	NA	Y
South Dakota	175	Y	165	Y
Tennessee	180	N	—	Y
Texas	175	Y	Not specified	Y
Utah	180	Y	Not specified	Y
Vermont	175	N	—	N
Virgin Islands	180	Y	175	N
Virginia	180	Y	175	Y

	Number of Days (or Hours)	Exceptions Allowed for Emergency Days	Minimum Number of Days After Exceptions	Sanctions for Providing Less Than Minimum
Washington	180	Y	Not specified	Y
West Virginia	180	Y	178	Y
Wisconsin	180	Y	175	Y
Wyoming	175	Y	Not specified	Y

1 — Exceptions typically are granted on a case-by-case basis after due consideration by state board or chief state school officer.
2 — Typical sanctions are loss of state aid or accreditation.
3 — Colorado — 990 hours per year elementary, 1080 hours junior high, middle or high school.
4 — Determined on individual basis.
5 — Nebraska — 1032 elementary, 1080 secondary.
NA — Data not available.

STATES WITH POLICY ON LENGTH OF SCHOOL DAY IN HOURS OR PERIODS

21

22

STATES MONITORING ENGAGED LEARNING TIME

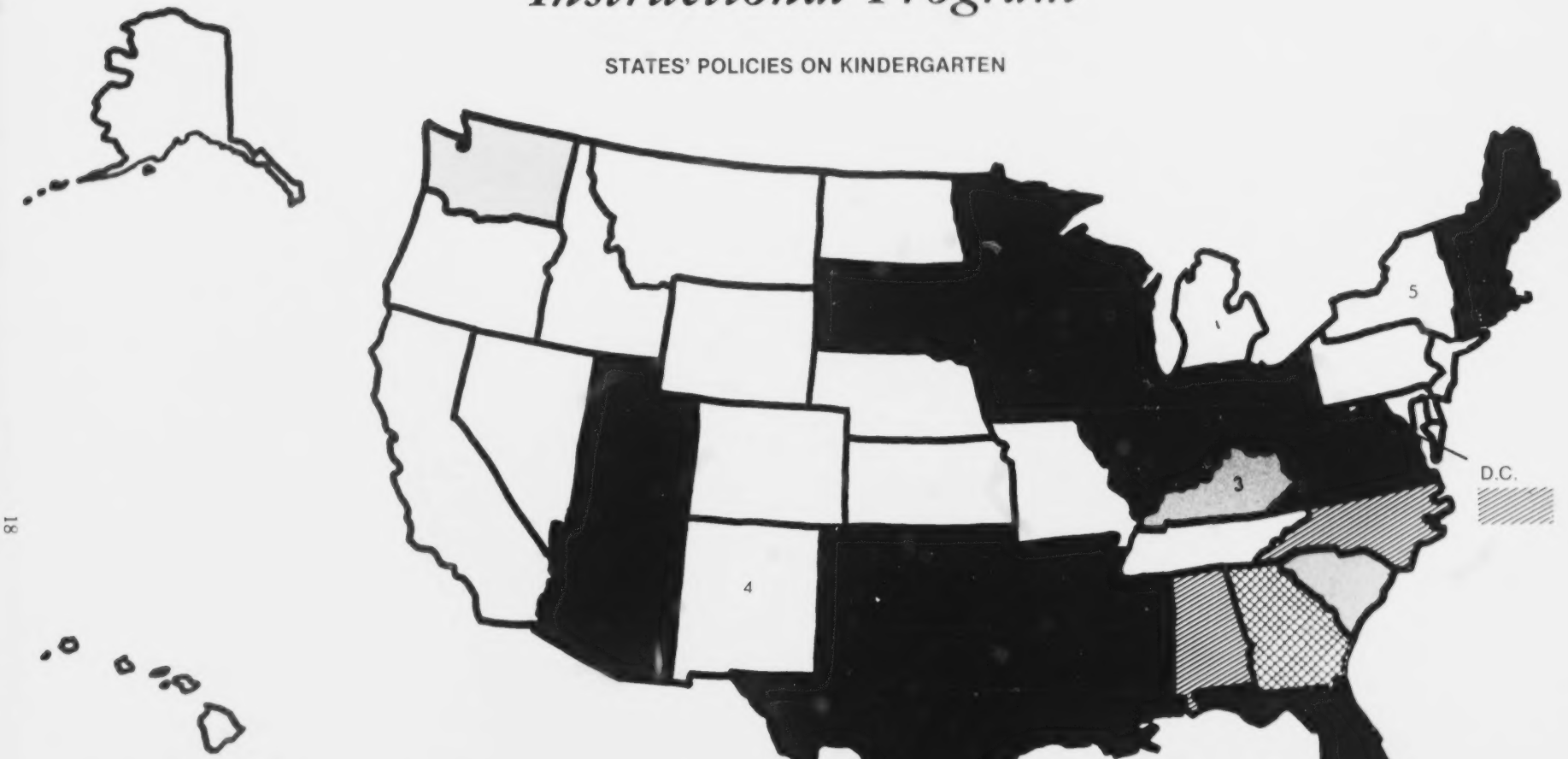
School Participation

STATE	AGE RANGE OF MANDATORY ATTENDANCE: Age Students Generally Enter School	Age Students Must Enter School	Age Through Which Students Must Remain In School	State Allows Exceptions to Policies on: Entrance Age	Exit Age	Attendance
Alabama	5	7	16	Y	Y	Y
Alaska	6	6	18	N	N	N
American Samoa	6	6	18	N	N	N
Arizona	5	8	16	N	Y	Y
Arkansas	5	7	16	Y	Y	Y
California	5	6	16	Y	NA	Y
Colorado	6	7	15	N	N	N
Connecticut	5	7	16	Y	Y	Y
Delaware	5	5	15	Y	N	Y
District of Columbia	5	7	16	Y	N	Y
Florida	5	6	16	N	Y	Y
Georgia	5	7	16	Y	N	N
Hawaii	5	6	18	Y	Y	Y
Idaho	6	7	16	NA	NA	Y
Illinois	5	7	15	N	N	Y
Indiana	NA	7	16	N	N	NA
Iowa	5	7	16	N	Y	N
Kansas	5	7	15	Y	N	Y
Kentucky	5	6	18	N	Y	Y
Louisiana	NA	7	17	N	Y	Y
Maine	5	7	17	N	Y	Y
Maryland	5	6	15	Y	N	Y
Massachusetts	NA	6	16	N	N	N
Michigan	5	6	16	N	N	N
Minnesota	5	7	16	N	N	N
Mississippi	5	6	16*	Y	NA	NA
Missouri	5	7	16	Y	Y	Y
Montana	5	7	16	Y	N	NA
Nebraska	5	7	16	N	N	N
Nevada	5	6	17	N	N	N
New Hampshire	NA	6	16	NA	NA	NA
New Jersey	5	6	16	N	N	N
New Mexico	5	5	18	Y	Y	Y
New York	5	6	16	Y	Y	Y
North Carolina	5	7	16	Y	N	N
North Dakota	6	7	16	N	Y	Y
Ohio	5	6	18	Y	Y	Y
Oklahoma	6	7	18	Y	Y	N
Oregon	6	7	18	N	Y	Y
Pennsylvania	5	8	17	N	Y	Y
Puerto Rico	6	6	18	N	N	Y
Rhode Island	5	7	16	N	N	N
South Carolina	5	5	16	Y	Y	Y
South Dakota	5	6	16	Y	N	Y
Tennessee	6	7	17	N	Y	Y
Texas	NA	7	17	N	N	N
Utah	5	6	18	N	Y	Y
Vermont	5	7	16	N	N	N
Virgin Islands	5	5	16	N	N	Y
Virginia	5	6	16	N	N	N
Washington	5	8	18	Y	Y	Y
West Virginia	6	7	16	Y	Y	Y
Wisconsin	5	6	18	Y	Y	Y
Wyoming	5	7	16	N	N	N

NA—Data not available. *As of 1988

Instructional Program

STATES' POLICIES ON KINDERGARTEN



No state requirement.

Half-day must be offered.

Full day must be offered.

Attendance required — half-day.

Attendance required — full-day.

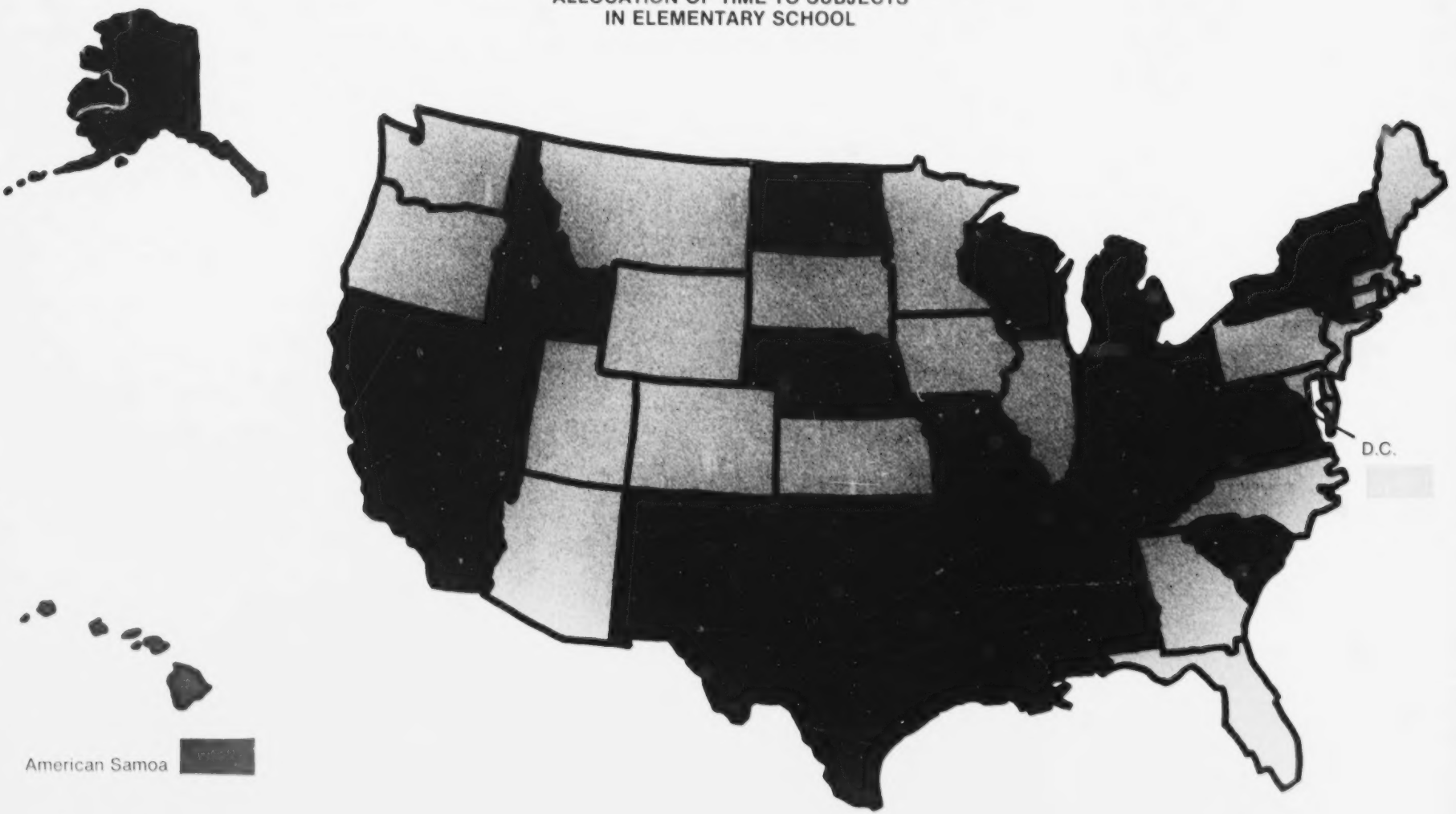
Data not available.

Puerto Rico

Virgin Islands

[1]In Arkansas, Iowa, Louisiana, Mississippi, Vermont, and West Virginia, either a full or half day must be offered.
[2]In Florida, a minimum of three net hours must be offered.
[3]In Kentucky, at least 15 hours per week attendance required.
[4]New Mexico will require attendance for one-half day in 1988-89.
[5]In New York, attendance is required where school districts offer.

STATES WITH POLICIES OR RECOMMENDATIONS ON ALLOCATION OF TIME TO SUBJECTS IN ELEMENTARY SCHOOL



COURSE UNITS REQUIRED FOR HIGH SCHOOL GRADUATION

(Effective for Class Graduating 1987, Unless Noted)

	Regular Diploma									Different Requirements for:						
	English	Social Studies	Mathematics	Science	Art or Music	Foreign Language	Vocational	Electives	Other	Competency Test Required	GPA Required	College Bound	Vocational	Honors	Certificate of Attendance	Handicapped
Alabama	4	3	2	1	—	—	—	6½	3½	√						
Alaska	4	3	2	2	—	—	1	7	1		2.1					√
American Samoa	4	3	2	2	—	—	1	7	1		2.0					√
Arizona	4	3	2	2	½	—	—	6½	1			√				√
Arkansas (1988)	4	3	(1)	(1)	½	—	—	6½	1	√						
California	3	3	2	2	(2)	(2)	—	—	3	√						NA
Colorado	—	—	—	—	—	—	—	—	—							√
Connecticut (1988)	4	3	3	2	(3)	—	(3)	6	1							√
Delaware	4	3	2	2	—	—	—	6½	1½							
District of Columbia	4	2	2	2	—	1	—	7	2½	√	2.0		√			√
Florida	4	3	3	3	½	—	½	9	1	√						√
Georgia (1988)	4	3	2	2	—	—	—	8	2	√		√	√	√		√
Hawaii	4	4	2	2	—	—	—	6	2	√				√		
Idaho (1988)	4	2	2	2	—	—	—	6½	3		2.0					√
Illinois (1988)	3	2	2	1	1	—	—	—	4/5							√
Indiana (1989)	4	2	2	2	—	—	—	2	1		2.0			√		
Iowa	—	—	—	—	—	—	—	—	—							NA
Kansas (1989)	4	3	2	2	—	—	—	9	1							√
Kentucky	4	2	3(4)	2	—	—	—	7	2			√		√	√	
Louisiana (1988)	4	3	3	3	—	—	—	7	2			√				√
Maine (1989)	4	2	2	2	1	—	—	3½	1½							
Maryland (1989)	4	3	3	2	1	—	1	5	1	√				√	√	
Massachusetts	—	1	—	—	—	—	—	—	4							
Michigan	—	½	—	—	—	—	—	—	—							
Minnesota	3	2	—	—	—	—	—	9	1							
Mississippi (1989)	4	2	2	2	—	—	—	8	—	√		√			√	√
Missouri	3	2	2	2	—	—	—	10	3							
Montana	4	2	2	1	1	—	—	10	1							NA
Nebraska	—	—	—	—	—	—	—	—	—							
Nevada	3	2	2	1	—	—	—	9½	2½	√						√
New Hampshire	4	2½	2	2	½	—	—	4	4¾							√
New Jersey	4	2	2	1	1	—	—	4	4½							√
New Mexico	4	3	3	2	—	—	—	9	2	√						√
New York	4	3	1	1	—	—	—	3½	3½	√				√		√
North Carolina	4	2	2	2	—	—	—	9	1	√				√		
North Dakota	4	3	2	2	—	—	—	5	1							
Ohio	3	2	2	1	—	—	—	9	1	√						
Oklahoma	4	2	2	2	—	—	—	10	—			√				
Oregon	3	3½	2	2	(5)	(5)	(5)	8	2	√				√		√
Pennsylvania (1989)	4	3	3	3	—	—	—	—	3							
Puerto Rico	3	2½	2	2	—	—	—	1½	4							√
Rhode Island (1989)	4	2	2	2	—	—	—	6	—			√				√
South Carolina	4	3	3	2	—	—	—	7	1					√		√
South Dakota (1989)	4	3	2	2	½	—	—	8	½							√
Tennessee	4	1½	2	2	—	—	—	9	1½	√				√	√	√
Texas (1988)	4	2½	3	2	—	—	—	7	2½	√		√		√		√
Utah (1988)	3	3	2	2	1½	—	1	9½	2							√
Vermont	4	3	(6)	(6)	1	—	—	—	1½	√						√
Virgin Islands	4	2	2	2	—	1	1	6	—		1.5					√
Virginia (1988)	4	3	(1)	(1)	—	—	—	6	2	√		√				

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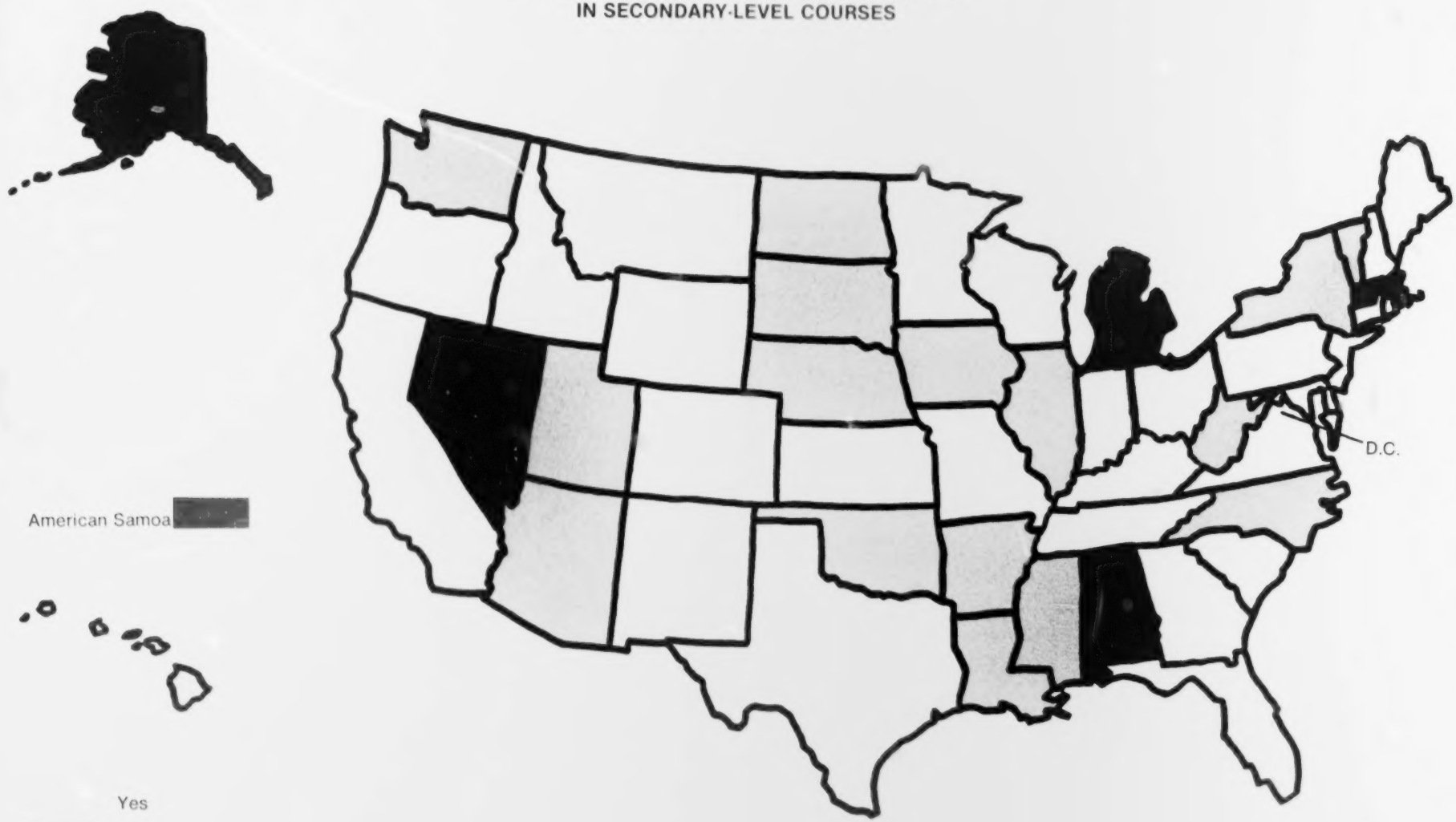
	Regular Diploma									Different Requirements for:						
	English	Social Studies	Mathematics	Science	Art or Music	Foreign Language	Vocational	Electives	Other	Competency Test Required	GPA Required	College Bound	Vocational	Honors	Certificate of Attendance	Handicapped
Washington (1989)	3	2½	2	2	—	—	1	5½	2							
West Virginia	4	3	2	2	(7)	(7)	(7)	8	2							
Wisconsin	4	3	2	2	—	—	—	—	2			√				√
Wyoming	—	—	—	—	—	—	—	—	—							

[1]Arkansas and Virginia require a total of five units in mathematics and science, at least two units in each.
[2]California requires one course in five arts or foreign language.
[3]Connecticut requires one unit in art or music or in a vocational area.
[4]Kentucky requires one additional course in math, science, social studies or voc. ed.
[5]Oregon requires one unit in art or music, foreign language, or a vocational area.
[6]Vermont requires a total of five courses in mathematics and science.
[7]West Virginia requires one unit in fine or practical arts or in a foreign language.
NA — Not Available

STATES COLLECTING DATA ON ENROLLMENTS IN SECONDARY-LEVEL COURSES



Teacher Preparation And Certification

Testing Used By States in Teacher Preparation and Certification

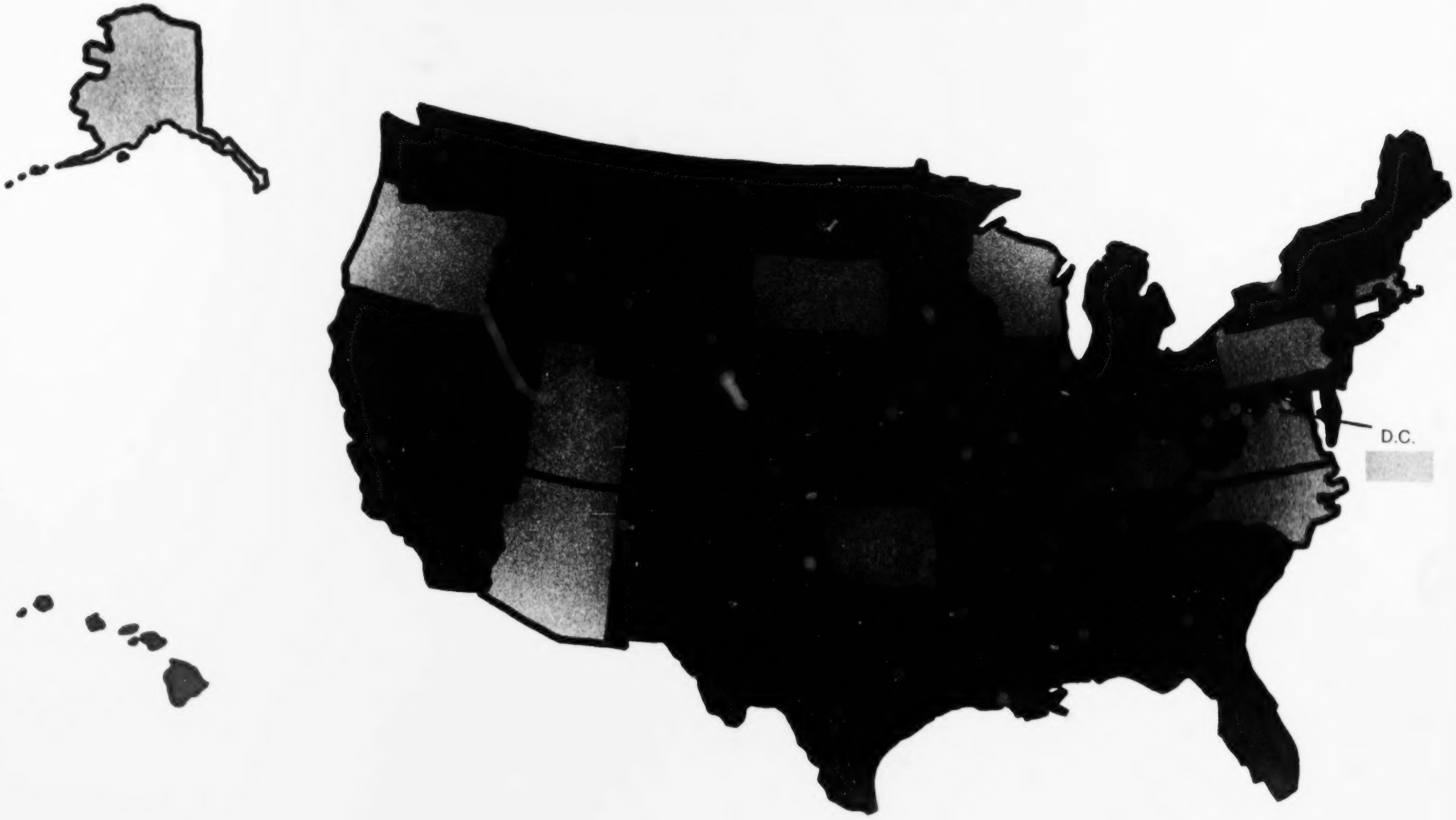
STATE	Admission to Teacher Education Program	Exit From Teacher Education Program	Initial or Provisional Certification	Regular or Permanent Certification	Recertification or Maintenance of Certificate
Alabama	BS	PS, CK, IO		CK	
Alaska	NA	NA	NA	NA	NA
American Samoa	NA	NA	NA	NA	NA
Arizona	BS		BS, PS		
Arkansas	BS-1	PS, CK	BS, PS, CK	BS, PS, CK	BS, CK-2, PS
California	BS	CK	BS	CK, IO, BS	PS
Colorado	BS		3		
Connecticut	BS		BS, CK	PS, IO	
Delaware			BS	BS	
District of Columbia					
Florida				BS, PS, IO	
Georgia			CK	CK, IO	CK
Hawaii		IO	IO	BS, PS, CK, IO	
Idaho				BS, PS, CK	
Illinois	BS			BS-1, CK-1	
Indiana		IO	BS, PS, CK, IO		
Iowa					
Kansas	BS-4		BS, PS		
Kentucky	BS		PS, CK	IO	
Louisiana	BS	IO	NA	NA	NA
Maine			BS, PS, CK		
Maryland			BS, PS, CK	BS, PS, CK	
Massachusetts				BS-1, PS-1, CK-1, IO	
Michigan					
Minnesota			BS		
Mississippi	BS, CK	IO	BS, PS, CK	IO	
Missouri	BS	PS, CK			
Montana		IO	PS	PS	
Nebraska	BS	IO	IO	IO	
Nevada	BS	BS, CK	BS, CK		
New Hampshire			BS	BS	IO
New Jersey	BS, IO	IO	CK, IO	CK, IO	NA
New Mexico	BS	BS, PS, CK, IO	BS, PS, CK	BS, PS, CK	IO
New York			BS, PS, CK		
North Carolina	BS		PS, CK	IO	
North Dakota	BS	PS, CK, IO			IO
Ohio	BS-1	CK-1	PS-1, CK-1		
Oklahoma	BS-1, PS-1		CK	CK, IO	
Oregon	BS		BS	BS	
Pennsylvania			BS, PS, CK		
Puerto Rico	BS	CK		IO	
Rhode Island			BS, PS		
South Carolina	BS, FS	IO	CK	BS, CK	
South Dakota	NA	NA	PS, CK	IO	
Tennessee	BS, PS			BS, PS, CK	NA
Texas	BS		PS, CK	IO	BS, IO
Utah	BS	IO	IO	IO	
Vermont			IO	IO	IO
Virgin Islands					
Virginia			BS, PS, CK	IO	

Testing Used By States in Teacher Preparation and Certification

STATE	Admission to Teacher Education Program	Exit From Teacher Education Program	Initial or Provisional Certification	Regular or Permanent Certification	Recertification or Maintenance of Certificate
Washington	BS				
West Virginia	BS	PS, CK	BS, PS, CK		
Wisconsin	BS, IO	CK-1	BS-1, CK-1	BS-1, CK-1	
Wyoming	BS	CK, IO			

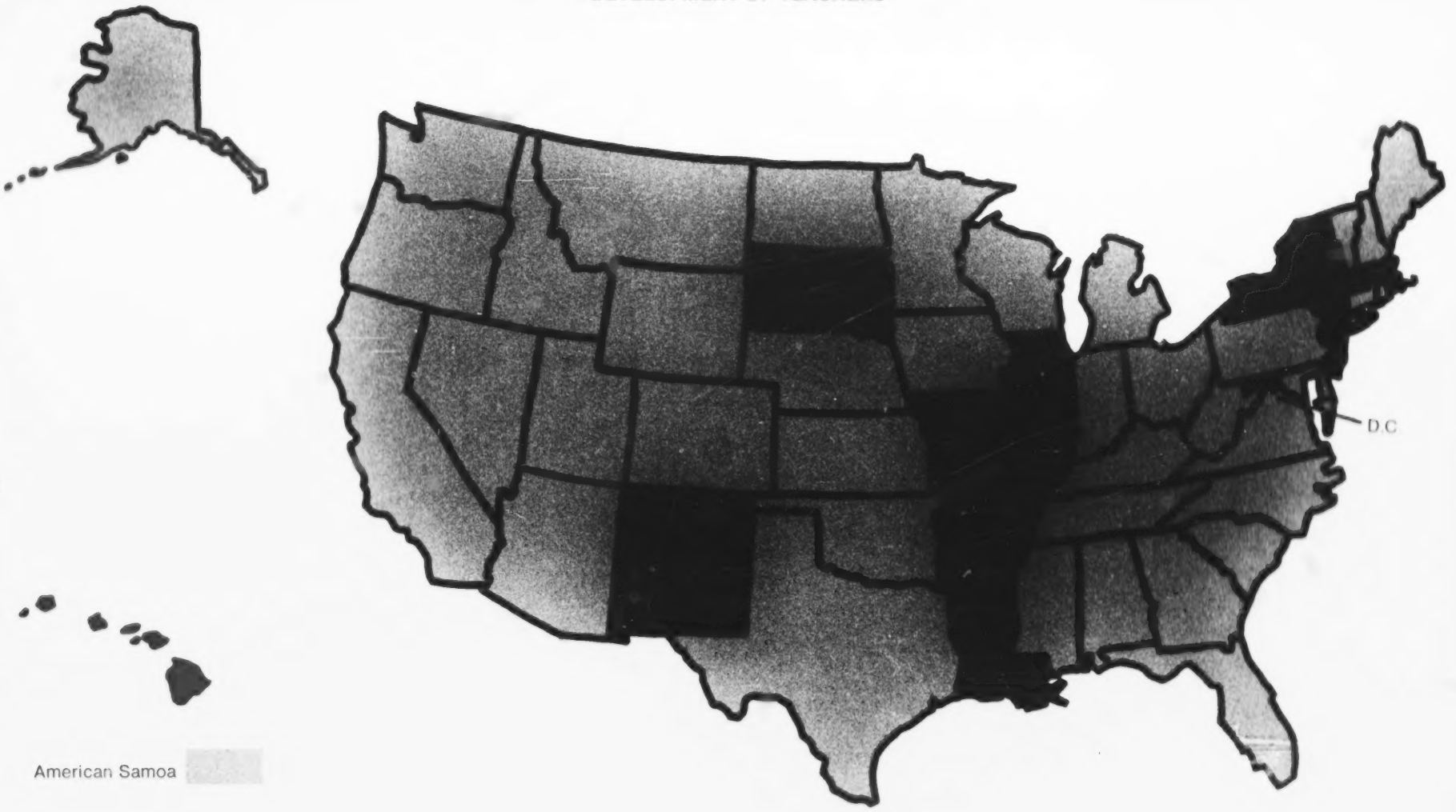
BS Basic Skills Test
PS Professional Skills Test
CK Content Knowledge Test
IO In-class Observation
1 Under development.
2 Professional Skills Test required when Content Knowledge Test unavailable
3 Basic Skills Test required for persons with out-of-state certificates.
4 Required of students in public universities.
5 Tests are under development, will be required before student teaching.

STATES' MODELS FOR INDUCTION OF NEW TEACHERS



STATES OFFERING ALTERNATIVE ROUTES TO CERTIFICATION

STATES REQUIRING CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS



Effective Schooling Programs

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
ALABAMA	LEAD Project Administrator training in management and leadership skills (1987)			Assistance to teachers w/children with specific behavioral/learning problems	Basic Competency test for grades 3,6,9. Graduation Exam at grade 11 (1980)	(1982)
ALASKA						
AMERICAN SAMOA	Northwest Regional Lab program with principals on school management (1985)	Project IOTA model for observation and evaluation of teachers' performance (1970)	Office of Teacher Services worked w/teachers & principals on improving school climate (1985)		Conducted workshops at school sites to discuss test results and curricular applications (1985)	(1985)
ARIZONA	Arizona Principal's Academy focuses on instructional leadership and school improvement (1984)	Research-based techniques to increase student opportunity for success (1985)	Intro to classroom mgmt. techniques and affective attitudes of teachers/students (1986)		ITBS for all 1-8 graders. SAT for all 9-12 graders. Results are monitored to adjust instruction	
ARKANSAS	Program to develop leadership skills for school administrators (1979)	Statewide program based on Madelyn Hunter strategies for effective teaching (1986)	Assist local school districts with development of student discipline policies (1983)	Six year plan which requires collaborative goal-setting, curricular planning, & dev. of complementary activities (1983)	Norm referenced test for grades 4,7,10. Criterion referenced test 3,6,8 (1979)	(1984)
CALIFORNIA	Calif. School Leadership Academies train prospective administrators & superintendents (1983)	Mentor Teacher Program: stipends from state to teachers for specific projects (1983)	Providing safe schools: improving guidance & counseling (1983)	Part of the instructional leadership program (1981)	Assessment Program Performance Report to Calif. schools for grades 3,6,8 & 12. (1983)	(1983)
COLORADO	(1985)	(1985)	(1985)	(1985)	(1985)	(1985)
			[Pilot projects while statewide programs are under consideration]			
CONNECTICUT	Principals' academy and summer workshops for teachers/administrators (1985)	Summer and Institute workshops on effective teaching. (1984 & 86)	School Climate questionnaire used to determine areas of improvement. (1982)	(See School Climate)	Statewide Assessment Program. Annual workshops for teachers and curricular coords., principals & test directors. (1985)	(1982)
DELAWARE	Delaware Principals' Academy provides monthly workshops for school administrators. School review process aimed at instructional leadership (1984)	Staff development for teachers, principals, etc. (1986)	Staff development activities on the affective needs of adolescent students. (1986)	Advisory groups, Teachers Center, and Principals Academy promote professional collegiality	Grades 1-8 and 11 take the CTBS every spring. Training provided to school staff in use of results; results reported for immediate access and instructional application. (1971)	(1986)
DISTRICT OF COLUMBIA	The Principals' Center provides opportunities for refinement of supervisory skills (1984)	Courses on effective teaching are offered to teachers. (Ongoing)	Examines schools on whether there is a safe environment. (1986)	Emphasis is placed on need to involve staff through the DCPS Secondary School Improvement Process. (1985)	On-site assessment process to determine the strengths and weaknesses of local schools (1987)	(1987)
FLORIDA	Statewide summer staff development for all principals (1985)				Statewide assessment program generates both data and training materials on using test results. (1976)	
GEORGIA	Leadership Academy Program for administrators on personnel evaluation (1985)	Performance Assessment of Teachers with individual professional development plan. (1980)	Statewide School Climate Management Program. (1987)	Leadership Academy Program. (1986)	Statewide criterion referenced and norm-referenced testing results published annually with guidance on use, must be used in planning instruction (1982)	(1986)
HAWAII	School Administrator Evaluation Program stresses instructional leadership. (1986)	Personnel policies include a profile of an effective teacher which is aimed at making teachers more effective. (1977)	Schools administer the School Climate Assessment Scale. (1985)	Required to inform and involve staffs in budget prep. and execution of school improvement planning. (1984)	School/College Ability Test. Grades 4,6,8,10. Hawaii State Test of Essential Comp. at grades 9-12. Comp. Based Measures for grade 3. (1983)	(1984)

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
IDAHO	Several statewide Fall Conferences (1982)	Actual mandate for curriculum adaptations of courses required for graduation (1984)	Time on task, assertive discipline. Implementation of 90% attendance (1985)	Development of secondary courses of study required for graduation (1983)	Standardized testing for grades 6,8,11 (1986)	(1985)
ILLINOIS	Administrator's Academy is statewide, regionally-based, providing professional development for school administrators. (1985)	18 centers are responsible for providing in-service training and staff development to improve knowledge and skills. (1985)	Pilot programs developed in response to the Blue Ribbon Committee's work will include means to improve the professional environment of teaching. (1987)	Pilot programs developed in response to the Blue Ribbon Committee's work will include means to increase teacher participation in decision making. (1987)	Required to maintain a set of established goals. (1985)	(1985)
INDIANA	Established the Principal Leadership Academy for selected participants. (1986)	IPLA addresses effective teaching in Phases I,II, III of 50 principals to be added. (1986)	School Climate is the major curriculum during Phase II of IPLA (1986)	IPLA provides and promotes networking and collegiality among its participants in the 2-yr training program (1986)	Competency Testing and Remediation for grades 3,6,8. Results used to determine eligibility for state-funded remediation. (1985)	(1986)
IOWA	Workshop for practicing superintendents and labs for all principals. (1970)			See Instructional Leadership		See Instructional Leadership
KANSAS	Will be implemented this year under a LEAD grant	Staff make presentations regarding a variety of topics dealing with effective teaching. (Ongoing)	Identifying gifted minority students, enhancing self concept, and other areas. (Ongoing)	SEA staff work with district staff to promote goal setting, especially curricular concerns. (1978)	Kansas Minimum Competency Testing Program tests students in math and reading; staff work with LEA staff to interpret results. (1978)	
KENTUCKY	Principals, counselors, & directors are required to obtain 42 hours of leadership training each two year cycle. (1985)				Kentucky Essential Skills Test for K-12 yearly. (1979)	
LOUISIANA	State legislature mandated that instructional leadership be conducted through the Administrators' Leadership Academy. (1987)	Key component in statewide program entitled "the Louisiana Effective School's Process for Achieving/Maintaining Excellence." (1986)	See Effective Teaching	See Effective Teaching	See Effective Teaching	See Effective Teaching
MAINE	Principal's Academy; Master Teachers; Supts. Summer Seminars	Technical Support; seminars; regl curriculum network	See Effective Teaching	See Effective Teaching	Maine educl assessment and follow-up in service; results in school improvement plans (1985)	In school approval process (1986)
MARYLAND	Academy for Administrators: Annual program, retreat, and two follow-ups. Curriculum on role as instructional leader and effective schools, teaching research and practice (197-)	Review of research on effective teaching; development of teachers' guides and instructional frameworks (1981-86)	Report of Maryland Commission on Secondary Education will serve as basis for initiatives. (1985)	Teacher Assistance Teams — Teachers help each other with promising practices	Accountability testing program requires data be used to identify at risk students and instructional support be designed. Functional testing program requires data be used diagnostically for appropriate assistance.	(1987)
MASSACHUSETTS	Commonwealth Leadership Academy (1986)				Assessments based on NAEP for all students in those three grade levels. Extensive workshops on use of results. (1986)	
MICHIGAN	Leadership Training for School Improvement Planning (1987); Workshops and conferences for administrators on educational leadership.	Coalition for staff development/ school improvement and effective instruction: year-round conferences and regional meetings	Accreditation Pilot Study Project (MAPS) for elementary/junior/ middle schools (1984); elementary school recognition program. (1985)	Success training (Strategies Used to Cooperatively Create Effective Schools and Staffs). (1987)	Michigan Education Assessment Program (MEAP) (1969) has provided training in the use and reporting of test results since 1971	Coordination Plan for School Improvement Services (1986); School Improvement Office established. (1987)

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
MINNESOTA	Training for principals and central office staff of Educational Effectiveness Program sites. (1987)	(1983)	(1983)	(1983)		(1983)
MISSISSIPPI	Administrators trained on how to manage schools/ classrooms effectively. (1984)	Administrators trained on becoming effective leaders. (1984)	Workshops on discipline held statewide for teachers/admin. (1983)	Curriculum planning involving teachers/ admin. conducted in statewide workshops. (1985)	Instructional management workshops held on the process of deciding what is to be taught. (1985)	(1985)
MISSOURI	Effective schools workshops provided by the Leadership Academy. (1985)	Performance based evaluation of teachers through observation. (1980)	See Effective Teaching.	See Effective Teaching.	Will begin a process so to obtain administrators' certificate must pass an assessment process (such as the NASSP assessment model.) (1987)	
MONTANA	(1981)	(Ongoing)	(Ongoing)	Teacher Project Excellence (Ongoing)	(Ongoing)	(Ongoing)
NEBRASKA	Using two strategic planning committees to develop a plan by the year 2000. (1987)	Developed statewide staff development effort which addresses the needs of elem/sec. teachers/admin. (1983)	See Effective Teaching.	See Instructional Leadership.	See Effective Teaching.	See Effective Teaching.
NEVADA	Nevada School Improvement Project setting goals, developing strategies for more effective schools. (1987)	Madelyn Hunter-based effective instruction training for teachers. (1982)	Addressed through self-assessment, analysis, planning. (1986)	Collaborative goal setting and development of complementary activities by teaching staffs. (1986)	Tested through the Nevada Proficiency Testing Program. (1978)	(1985)
NEW HAMPSHIRE	Principals Academy operated by Adm. Assoc. (1985)				State testing program and California Achievement Tests (1985)	(1986)
NEW JERSEY	Academy for the Advancement of Teaching and Management and use of regional workshops. (1983)	See Instructional Leadership.	See Instructional Leadership.	Cooperative Relationships Project (1987)	Annual basic skills comprehensive assessment program. (1973)	Effective Demonstration School Grants Program (1986)
NEW MEXICO	Staff Accountability Project includes plans for administrative staff development (1981)	Targets generic teaching skills to be displayed by all classroom teachers. (1981)	Part of essential teaching and administrator competencies.	Covered by the essential teaching and administrator competencies.	Statewide testing system currently being revised and expanded. (1987)	(1974)
NEW YORK	Ten 5-day Summer Principal Academics focus on instructional leadership and effective schools. (1987)	Effective Classroom Management: a ten-unit, three-day program for teachers and administrators. (1986)	Conference on school climate. (1987)	Regents' Paper and invitational conference on teacher's role in decision making. (1986)	Statewide testing program reported to districts and public each fall. Statewide conferences on use of results. (1986)	(1986)
NORTH CAROLINA	North Carolina Leadership Institute for administrators (1979). Principals' Executive Program in instructional leadership. (1984)	Teacher stipends to attend 30-hour seminar on effective teaching theory and practices. (1985)	See Instructional Leadership and Effective Teaching. Also, Basic Education Program seeks to reduce disruptions. (1985)	Career Development Pilot Program develops teachers' planning, leadership, and mentoring roles. (1985)	Comprehensive statewide testing program includes regional technical assistance to local test coordinators on reporting and instructional interpretation. (1978)	(1978)
NORTH DAKOTA	LEAD Project (1987)	Pilot school implementing alternative format for school accreditation using the "outcomes-based evaluation" procedure. (1986)				(1984)
OHIO	OASIS is a 5 day training session for school administrators on school leadership. (1982)	Entry-year Programs are designed to meet the needs of first-year teachers. (1987)	Part of comprehensive effective-schools effort. (1981)	Teacher development program to support in-service training. (1979)	Statewide testing programs. (1986)	(1981)

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
OKLAHOMA	State mandated criteria and training sessions for administrators in state. (1985) LEAD Project (1987)	See Instructional Leadership	Master Plan for improvement based on assessment of all school facilities. (1982) See also Instructional Leadership	State mandated performance criteria have components for training to enhance collegiality. Staff development required by state law. (1982)	State mandated norm referenced testing. Writing assessment mandated through 1989. State mandated testing for entry level teachers/ admin. before certification. (1985)	(1981)
OREGON	Follows a process developed by NASSP for instructional leadership of school administrators. (1983)	State efforts have focused on defining required curriculum goals and provided workshops for collegial analysis. (1984)	Provide models for improving use of instructional time. (1984)	See Effective Teaching	Assessment results used to monitor curriculum goals and student instructional decisions. (1980)	(1984)
PENNSYLVANIA	Pennsylvanian Principals' academy-staff development to improve management and instructional leadership. (1987)	Each LEA must must prepare plan for induction of new teachers and continuing education of existing teachers. (1983)	(1983)	(1986)	Education Quality assessment (EQA) evaluates extent to which schools meet 12 state goals of quality education. Competencies assessed in math and reading. (1970 and 1984)	(1984)
PUERTO RICO	The School Directors Academy organized to improve mgmt. conditions and school effectiveness. (1987)	In-service training for new teachers. (1985)	School Safety Guard Corps was organized for safety and protection of life/property. (1985)	Supervisory and curriculum council advises and sets goals on basis of info about pupil performance. (1964)	See Professionalism/ Collegiality	(1987)
RHODE ISLAND	Instructional Leadership training sessions offered to principals participating in the Effective Schools Project. (1984)		Workshops to acquaint staff with school climate survey. (1984)	School site management—grants to two large districts on decentralization and teacher decision-making. (1987)	Students tested grades 3,6,8, & 10; workshops on use of results for individual assessment and program development. (1985)	(1984)
SOUTH CAROLINA	Administrator's Leadership Academy annually conducts workshops for school administrators. (1981)	The ALA cosponsors an instructional forum for administrators aimed at instructional techniques and classroom mgmt. (1981)	The ALA conducts seminars on assertive discipline and alternatives to suspension. (1981)	The ALA cosponsors biannual instructional forums and creative problem-solving workshops for these issues. (1981)	The ALA offers annual seminars on using test data to assess teaching and curriculum effectiveness. (1981)	(1981)
SOUTH DAKOTA	Principals' Leadership Academy, a 2-phase training program for administrators. (1985)	Better Shools Program is a series of 16 workshops for educators. (1986)	See Effective Teaching	Management Trends program provided by MCREL lab aimed at administrators. (1987)	Workshops planned this fall.	(1987)
TENNESSEE	Academy for School Leaders is a requirement for all school administrators. (1984)	Series of programs and workshops. (1984)	Alternative school program and in-school suspension program. (1984)		Education Assessment Conferences used to help determine needs by interpreting test data. (1986)	(1984)
TEXAS	Required 36 hours of instructional leadership training for all administrators. (1985)	Statewide teacher evaluation form adopted and utilized to place teachers on career ladder. (1985)	School climate assessment instruments developed for school accreditation. (1986)	Statewide program for in-service training of administrators will focus on professional growth. (1986)	TABS and TEAMS given to all students in certain grades. (1984)	(1984)
UTAH	Principals Academy focuses on in-service training in improving the role as instructional leader. (1984)	(1984)	Principals Academy. (1984)	See Instructional Leadership	Utah Statewide Assessment tested every 3 years. (1975)	(1984)
VERMONT	Vermont Leadership Academy. (1984)		Annual assessment of school climate now required in State School Approval Standards. (1984)		Regular assessment of student progress and use of results now required in SAS. (1984)	(1984)
VIRGIN ISLANDS	Development and dissemination of a principal's handbook. (1987)			Staff development committee composed of school admin. and supt. office staff prepare activities during monthly principals' meeting. (1985)	Monthly report of school volunteer services program. Standardized testing initiated. (1985)	

STATE	INSTRUCTIONAL LEADERSHIP	EFFECTIVE TEACHING	SCHOOL CLIMATE	PROFESSIONALISM/ COLLEGIALITY	REGULAR ASSESSMENT & USE OF RESULTS	COMPREHENSIVE EFFECTIVE SCHOOLS PROGRAM
VIRGINIA	Principal's Institute offers intensive residential training program for 5 days to improve the evaluation of instruction. (1981)	Rural School Effectiveness Project and Urban School Effectiveness Project provides training for administrators and teachers. (1982)	School Climate Project works with 9 schools to create exemplary school climate. (1985)	Technical assistance and the development of the Standards of Learning Program (1970) Beginning Teacher Assistance Program (1985)	Annual conference on testing open to all school and university personnel. (1974)	(1970)
WASHINGTON	Project Leadership sponsored by Wash. Assn. Sch. Admin. (1980 and 1987)	In-service training in academic efficiency and effective teaching (1985)	School-based mgmt. to allow individual building mgmt. (1985)	Mentor teachers to provide on-job assistance to beginning teachers. (1985)	All students in grades 4,8, and 10 tested annually in basic skills. (1976)	(1980)
WEST VIRGINIA	Principal's academy provides a 17 day extensive training to select principals. (1984)	Teachers Academy provides an extensive 2-week training on teacher effectiveness research. Participants are nominated. (1986)	Principals Academy. (1984)	Principals Academy (1984)	Annual evaluation of student progress and analyses of evaluation results.	See Instructional Leadership
WISCONSIN	Administrator Academy—LEAD program. (1987) Assessment Center and school district standards.	Characteristics of Effective Schools and The Standards of Excellence programs (1973)	See Effective Teaching	See Effective Schooling	Competency based testing using objective-referenced tests in several subjects. (1976)	(1985)
WYOMING	Executive Seminar held annually to update administrators on a wide variety of issues. (1970)				State funded assessment simultaneous with and addressing same areas as NAEP. (1983)	(1987)

Test Abbreviations: ITBS = Iowa Test of Basic Skills
SAT = Stanford Achievement Test
CTBS = Comprehensive Test of Basic Skills
NAEP = National Assessment of Educational Progress
TABS = Texas Assessment of Basic Skills

Educational Outcomes

17

Educational Outcomes

(A Note on Efforts for the Future)

Data Gaps. *This report and others like it can amass an impressive number of state-level statistics on education. But there are major gaps. Among statistics on educational background factors, it is difficult to account for differences in cost of living when measuring per-pupil wealth, for example, and we lack valid, direct measures of the proportion of students who are handicapped or limited in English. Among process features of educational programs, a true measure of the quality of teachers' professional performance is not available and will be difficult and expensive to obtain.*

Missing entirely from this report are state-level measures of student outcomes, the ultimate accomplishments of the educational system. Even the most rudimentary accomplishment—succeeding in getting students to school—is plagued by inconsistencies in measuring student attendance. Other outcomes that should be reported to reflect the multiple goals of education—school completion rates, achievement, and how students do after leaving school are affected by differences in how states define enrollments, and current data for adjusting for migration across state lines are not available.

Most states have in place comprehensive programs for testing student achievement, but to measure achievement, each state uses a virtually unique combination of tests, time of year when tests are administered, and grade levels tested. Standard tests used across states, such as the College Board or ACT college-aptitude tests' are neither appropriate for evaluating high school achievement, nor do they report on comparable samples of students across states. Follow-up surveys of what happens to students after elementary and secondary schooling have been too expensive for most states to undertake and maintain periodically.

While outcome data meeting rigorous technical standards are not now available, steps are being taken to alleviate the problems. This year, the states are adopting new, standard definitions and procedures for counting schools and enrollments, a first step in working toward consistent and valid graduation-rate data, and standard definitions for counting dropouts and other categories of students who do not graduate have been developed and are being considered. This year, states will begin planning together for compilation of follow-up data, either collected anew or derived from surveys of employment and higher education.

The most exciting prospect is that state-level achievement data may be available by 1990 or 1991. The states are working with the federal government to plan for the expansion of the National Assessment of Educational Progress to produce state-level results. This is a momentous undertaking in education, because it not only offers the prospect of valid, state-comparative date on achievement, it also entails arriving for the first time at a consensus among states on what should be measured. If this effort is successful in reaching a workable consensus, the states and the Center for Education Statistics in the U.S. Department of Education will work together to obtain state-comparative data in mathematics in 1990 and other subjects in 1992. Legislation is before Congress this fall to allow NAEP to expand to state-level data-collection.

Educators and data specialists in state and local school systems and in federal agencies are working to provide more complete and useful information. This summer, the National Governors' Association released its report on education, Results in Education: 1987. *The report demonstrates the governors' belief in the value of information for assessing and guiding the improvement of education, but the report includes blank columns. These are for important areas of education where data are not now available; including them as markers presses the education system to fill the gaps, and the system is responding.*

Next Steps. *Filling out state-level indicators in education is crucial to providing information that can be used validly and constructively.*

In order to know how the system is doing we need sound data on educational outcomes; we need to fill out that component of the model. Outcome data must be interpreted in terms of demographic or regional clusters. For example, low- or high-wealth states might want to compare themselves to see how they are doing in relation to other states facing similar circumstances, and states in a relatively homogenous region, like the Great Lakes areas might want to compare themselves. These comparisons can be made to guide short-range interpretations of relative standing without removing the principle that performance differences based on demographic factors should be reduced and removed, ultimately.

In addition, outcomes must be related at least tentatively to educational inputs, so policymakers and decision makers have some clues as to where to place their efforts. If patterns indicate that high-performing or improving states have certain program features in common, other states might want to look at those features, in light of other data, as well, as areas where improvements might be made.

Over the long run, a comprehensive set of state-level indicators could tell a policymaker or program manager that, under given environmental conditions, certain policies seem to be associated with certain outcomes. Such indicators could not singly, definitively, and conclusively guide policy, but they could add immensely to the information upon which policy is made.

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